



THE FULHAM BOYS SCHOOL

Policy Title	Behaviour and Exclusions Policy
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Revisions Table

Version	Date	Description of Change
Summer 2020	Summer 2020	Items amended:1.4, 2.2, 2.4, 3.6 (3.6.1 to 3.6.6.2), 3.8, 5., 6.2.6, 6.2.7, 6.2.7.1, 7.6, 7.9.1 to 7.9.5, 7.9.7, 7.9.12, 7.9.14, 7.10.1, 7.10.3, 7.10.4, 7.10.9, 7.12.6, 10.1, 10.2, 11.3.3,

The master copy of this document can be found on the FBS Google Drive, under the "Policies" folder. This is one of a number of policies that are reviewed by the Governing Body, the full list can be found on the FBS Google Drive in the Policies Folder. Minor revisions that just adjust factual items (eg contact details / names) can be made by the author without formal review, and must be recorded in the Revisions table above. Revisions table front sheet was added to all policies during policy review of Summer 2018.



BEHAVIOUR AND EXCLUSIONS POLICY

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1. INTRODUCTION

1.1 This Policy will be interpreted in line with the Christian values and ethos of the school and must be read consistently with all other material policies of the School. For the purposes of all School policies please refer to the definitions guide (not all defined terms will be material to all policies or the procedures authorised by the governing body under it).

1.2 At The Fulham Boys School we expect our pupils to maintain the highest standards of behaviour at all times. Members of the School community are entitled to work in a safe, positive and ordered atmosphere so that learning can take place and everyone can fulfil their potential.

1.3 This policy should be read in conjunction with the School's anti-bullying policy.

1.4 The policy is formed around the statutory guidelines and legislation in the DfE 'Exclusion from maintained Schools, academies and pupil referral units in England' (2020)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

1.5 We believe:

1.5.1 The foremost contributor to good student behaviour is a positive and invigorating School atmosphere (see Appendix 1 – Rewards Procedures) with well-paced and appropriately challenging lessons for all (see Teaching and Learning Policy).

1.5.2 Boys who attend regularly are more likely to behave well. There is more continuity to their learning and they tend to have a greater attachment to their School. The Fulham Boys School will have rigorous systems to maximise attendance (see Attendance Policy).

1.5.3 Every incident of misbehaviour in the School is seen as instructive and a learning experience as boys are encouraged to learn constructively from their mistakes.

1.5.4 The best type of discipline is self-discipline; that the boys know how to conduct themselves and behave appropriately even when teachers and their parents are not around.

1.5.5 Each boy has the right to learn in an environment which promotes Christian values. We promote principles of respect, hard work, courtesy, co-operation, consideration, kindness, forgiveness, unselfishness, justice, self-discipline and respect and a no nonsense approach to bullying.

1.5.6 Boys respond best to strong discipline and firm boundaries.

1.6 We seek to:

1.6.1 Encourage our boys to take responsibility for their own actions and develop as proactive young citizens.

- 1.6.2 Help develop young citizens with an understanding and respect for the rules needed to live in a vibrant, successful and well-ordered community.
 - 1.6.3 Emphasise the importance of social enterprise and encourage our young men to make a positive difference to the locality, and even the country and world, in which they live.
- 1.7 The curriculum will give the opportunity to discuss the principles that underpin the Behaviour Policy. Staff will support our expectations of good behaviour explicitly in all lessons, around the School, in form time and in assemblies.

2. BOYS, HOME AND SCHOOL

- 2.1 Good education relies on a partnership between parents or carers, boys and the School. To achieve our aims of the highest standards of behaviour, we are reliant on a strong three-way partnership between the boys, the School and home. The School, boys, parents/guardians must share the same expectations in a positive way.
- 2.2 Every boy will have a conduct card which is their passport through the School each half term and it should never leave his person while in School except during sport. A new conduct card is supplied on the first day of each half term and is used to record House Points and incidents of poor behaviour through Conduct Signatures.
- 2.3 Boys' behaviour will be tracked internally on the School's MIS and be reported to parents/guardians via the Parent Portal, Conduct Card and School reports.
- 2.4 Boys who require support in order to meet set targets of behaviour will be placed on a daily report. They will collect the report from their Form Teacher/Head of House in the morning. The boy then gives the report to each of his subject teachers who will comment regarding his attitude to learning, behaviour or the set targets. The report is then taken home for parents to read and sign each evening. The report is used as the basis for discussion and target setting between the boy and the Form Teacher/Head of House. Boys remain on report at the discretion of the Form Teacher/Head of House. Reports can be escalated to Head of House or SLT as necessary. All completed report cards will be centrally stored in the Boy's file.
- 2.4.1 Where deemed necessary or appropriate Heads of House and Form Tutors may (at their discretion and using their professional judgement) put boys on alternative types of daily reports. Examples of these may include daily Challenge Reports or Positive Comments Reports.

3. THE BOYS

3.1 To and from School:

- 3.1.1 School uniform is to be worn correctly on the way to and from School
- 3.1.2 Always be polite and considerate to everyone

3.2 In the Classroom boys:

- 3.2.1 Are to be punctual to all lessons.

- 3.2.2 Wait outside the classroom in an orderly manner until told to enter by the teacher.
- 3.2.3 Remove outside clothing before a lesson begins.
- 3.2.4 Work to the best of their ability; Give of their best effort at all times
- 3.2.5 Cannot eat or drink in lessons (other than water from a clear bottle or an FBS water bottle).
- 3.2.6 Must have the necessary equipment for all lessons.
- 3.2.7 Are expected to complete ownwork and submit it by the set deadlines.
- 3.2.8 Are not to distract others from working
- 3.2.9 Are not to disrupt teaching and learning
- 3.2.10 Need to act in a safe and responsible manner.
- 3.2.11 Must listen to and follow the instructions of the teacher first time.

3.3 *In the Dining Area:*

- 3.3.1 Boys must queue in an orderly manner.
- 3.3.2 Table manners should be of the highest standard at all times.
- 3.3.3 Clear tables of food, plates, etc, before leaving the dining area.
- 3.3.4 Food to be eaten in the dining area
- 3.3.5 Boys are expected to sit at the table they are directed to by duty staff
- 3.3.6 Boys are expected to be polite and well mannered to all staff supervising and running the canteen at all times.

3.4 *Around the School boys are:*

- 3.4.1 Expected to walk on the left when using stairs and corridors and follow the one-way system where it applies.
- 3.4.2 Expected to act in a safe and responsible manner at all times.
- 3.4.3 Put their litter in the bins provided.

3.5 *Assemblies - boys are expected to:*

- 3.5.1 Attend assembly, as required
- 3.5.2 Come into and leave assembly in silence
- 3.5.3 Take outdoor clothing off in assembly
- 3.5.4 Give whoever is leading the assembly their undivided attention
- 3.5.5 Participate respectfully

3.6 *Break & Lunch Time - boys are expected to:*

- 3.6.1 Line up for snacks at break and lunch in an orderly and calm way.
- 3.6.2 Physical contact between students is not allowed.
- 3.6.3 Students are allowed to play football on the astro turf pitch on their year groups allocated day under the supervision of a member of staff (or 6th form student undertaking this duty).
- 3.6.4 Boys are all expected to eat lunch prepared by the school canteen unless express permission has been granted by the school otherwise.
- 3.6.5 Students are not allowed to spend break or lunch indoors unless they are: attending an organised club (or similar) supervised by a staff member, they are accessing the library, getting their break or lunch, working in the Beaumont Reception Area or meeting with a staff member

- 3.6.6 Before school - boys are expected to:
 - 3.6.6.1 Enter the school grounds on arrival.
 - 3.6.6.2 Ball games are not allowed before school.

3.7 *Whole School Rules – boys:*

- 3.7.1 Are expected to wear the correct School uniform.
- 3.7.2 Are expected to attend School regularly.
- 3.7.3 Must have permission to leave the School premises should they need to.
 - 3.7.3.1 When boys are given permission to leave the School site early they must ensure that they sign out at reception before leaving.
- 3.7.4 Must respect the School environment at all times.– no graffiti; litter in bins; do not purposely damage School property and equipment. If something is broken or damaged it must be reported straight away.
- 3.7.5 Must be polite and kind at all times.
- 3.7.6 Are not allowed to smoke (see Drugs Misuse Policy for more details).
- 3.7.7 Are not allowed to have or bring alcohol in/to School (see Drugs Misuse Policy for more details).
- 3.7.8 Can never bring to School any item or substance that is deemed to be dangerous or illegal to have on your person.
- 3.7.9 Must never use violence of any kind.
- 3.7.10 Must never demonstrate threatening behaviour of any kind.
- 3.7.11 Must never take other people’s belongings.

3.8 Governors support the right of staff to search pupils or their belongings if there is suspicion of bringing in unacceptable items and in the rare event of extremes of behaviour to use reasonable force. Guidance to staff will be given by the Headmaster and regularly reviewed. Unacceptable items include alcohol, tobacco, drugs (both prescription and nonprescription), aerosols, chewing gum, large amounts of money and dangerous or valuable items.

4. THE HOME

4.1 Parents/Guardians are expected to take proper notice of communications from the School concerning their son’s behaviour and academic progress.

4.2 Parents have an entitlement to be fully informed about and question the School’s decisions regarding their son’s behaviour. However, we expect parents to accept and support the School’s decisions.

4.3 Parents have the right to contribute to the development of the School behaviour policy.

4.4 In order to support the School in meeting its aims parents are requested to ensure that their son(s):

- 4.4.1 Attend School regularly.
- 4.4.2 Are punctual.
- 4.4.3 Wear the correct School uniform.

- 4.4.4 Have the necessary equipment for lessons.
- 4.4.5 Complete and submit ownwork to the set deadlines.
- 4.4.6 Have high standards of behaviour (including on their way to and from School and when representing the School on trips).
- 4.4.7 Work to the best of their ability.
- 4.4.8 Care for their environment.

4.5 All parents will be expected to sign The Home School Agreement when their son joins the School. The Home School Agreement defines some of these parent/guardian relationships and responsibilities.

5. The School

5.1 All staff must support the School's Behaviour Policy at all times.

5.2 Staff punctuality at lessons and registration is required as this can reduce poor behaviour in classrooms, corridors, stairways and even outside the School. Similarly, when lessons conclude, boys need to be dismissed on time and in an orderly manner.

5.3 Staff have the right to expect a pleasant, safe, orderly environment whilst at School.

5.4 All staff are role models who must always set good examples for boys in their behaviour, punctuality and attendance and appearance.

5.5 Well delivered lessons are key to good student behaviour. Lessons at The Fulham Boys School must be thoroughly planned, taking account of individual need.

5.6 Staff must intervene promptly when they encounter poor behaviour or unexplained absence.

5.7 Staff must take every opportunity to reward achievement when deserved.

5.8 Staff must provide parents with regular information to help them support their son's learning.

5.9 A consistent application of rules, procedures and consequences must be adopted by all staff. It is only a consistent approach which will contribute to a positive learning environment throughout the School.

5.10 In order to realise these aims, staff need to operate in a firm but fair manner. We seek to avoid confrontation and look for positive ways to resolve difficulties.

6. SANCTIONS FOR UNACCEPTABLE BEHAVIOUR

6.1 Sanctions will be in place to uphold these principles and to demonstrate that misbehaviour is not acceptable, to express the disapproval of the School community and to deter boys from similar behaviour.

6.2 Sanctions could include:

6.2.1 Verbal warning.

6.2.2 Written warning.

6.2.3 Conduct signatures.

6.2.4 Litter pick under supervision (or other 'community' service deemed fitting to the behavioural incident in question using FBS staff members professional judgement).

6.2.5 Clean or repair the part of the School they have caused damage to (where possible and under supervision).

6.2.6 Detentions. Detentions take place after school on the same day of their issue. Parents are aware that boys could be kept in detention on any day up to 45 minutes, that Headmaster's detention is 1 hour 15 minutes long on Fridays and that there is a Saturday detention once or twice per half term for 2.5 hours. Parents are contacted to inform them that their son has been entered for a detention.

6.2.7 Pupil Support Class (internal exclusion). When a boy continues to misbehave or if there is a serious incident, he may be placed in the Pupil Support Class. Parents will be notified of the reason for their child being placed in the support class and the length of time. Boys will be provided with suitable work for the period of time spent in the support class. Students may also spend time in the PSC pending the completion of investigations that are undertaken by Heads of House and members of SLT.

6.2.7.1 Possible reasons a boy may be internally excluded could include: uniform and appearance infringements, misbehaviour in lessons that result in an SLT call-out, defiance or rudeness to a staff member of staff and refusal to follow school rules (this list is not exhaustive).

6.2.8 Parents sitting with their son in lessons for repeated low level disruption.

6.2.9 Fixed Term Exclusion.

6.2.10 Permanent Exclusion.

7. EXCLUSIONS

7.1 If a boy commits a very serious misdemeanour or is continually disrupting lessons, he may face a fixed term period of exclusion.

7.2 Exclusions may be fixed term or, in exceptional circumstances, permanent.

7.3 A fixed-period exclusion can also be for parts of the School day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the School premises for the duration of the lunchtime period. Lunchtime exclusions are counted

as half a School day for statistical purposes and in determining whether a governing board meeting is triggered.

7.4 The School will only levy exclusions when absolutely necessary. However, we will never shirk from taking appropriate action when necessary.

7.5 We recognise that exclusions cause disruption to boys' learning, which might negatively influence their future behaviour. In all but exceptional circumstances, fixed term exclusions at The Fulham Boys School will be limited to 1-3 School days.

7.6 The Headmaster will always consider what extra support students might need that are in groups deemed at high risk of exclusion e.g. SEN, LAC, Roma travellers, Caribbean students and FSM students.

7.7 There will be a re-integration meeting with the pupil and his parents after every fixed term exclusion in which targets for improvement will be agreed and the pupil will be placed on a 'return from exclusion report'.

7.8 In rare cases, The Fulham Boys School may have to consider permanent exclusion. Sometimes this will be for a 'one-off' incident. However, for boys known to be at risk of permanent exclusion, a range of measures may be implemented as appropriate:

7.8.1 meeting/s with parents to consider ways that School and parents can better support the boys behaviour

7.8.2 creation of a Pastoral Support Plan that is considered by all key staff involved in supporting the student to ensure there is a well considered approach to try and reduce the risk of any negative/concerning behaviours continuing.

7.8.3 assessment of social, emotional and learning needs

7.8.4 alternative curriculum options

7.8.5 allocation of a learning/careers mentor

7.8.6 attendance at a Pupil Referral Unit (PRU)

7.8.7 managed move to another School

7.9 Behaviour likely to result in fixed term exclusion:

7.9.1 persistently disruptive behaviour e.g. challenging behaviour, disobedience and persistent violation of school rules

7.9.2 verbal abuse/threatening behaviour against an adult or another pupil (both in person and online) e.g. aggressive behaviour, swearing, sexist language/behaviour, homophobic abuse and harassment, verbal intimidation, threatened violence.

7.9.3 serious damage to school property or personal property of a member of the school community e.g. graffiti, vandalism.

7.9.4 racist abuse (both in person and online/electronically) e.g. derogatory racist statements, racist bullying, racist graffiti, racist taunting and harassment, swearing that can be attributed to racist characteristics.

7.9.5 sexual misconduct e.g. lewd behaviour, sexual graffiti

7.9.6 disruption in the local community

7.9.7 theft (both in person or online) e.g. selling and dealing in stolen property, stealing on way to/from school or off site on school related activity/trip, stealing school or personal property.

- 7.9.8 gambling
 - 7.9.9 smoking
 - 7.9.10 fighting/assault
 - 7.9.11 behaviour likely to bring the School into disrepute
 - 7.9.12 repeated breaches of the school's uniform and appearance policy
 - 7.9.13 Defiance and refusal to comply with the School's ethos and culture
 - 7.9.14 Initial case of/low level bullying towards member of school community (verbal, physical, homophobic, cyber)
- 7.10 Behaviour likely to result in permanent exclusion:
- 7.10.1 physical assault upon a member of staff or other members of the school community.
 - 7.10.2 serious physical assault upon another student
 - 7.10.3 use or possession of illegal substances and drug dealing (see FBS Drug Misuse Policy for further details).
 - 7.10.4 serious sexual misconduct e.g. sexual abuse, sexual assault, sexual harassment.
 - 7.10.5 bringing a weapon (or item that could be used as a weapon to inflict harm or intimidate) onto the School site
 - 7.10.6 posing a serious and/or repeated health and safety risk
 - 7.10.7 repeated incidents of serious misbehaviour
 - 7.10.8 criminal offences committed on the School site, whilst representing the School or whilst on the way to or from the School
 - 7.10.9 in response to a serious breach or persistent breaches of any of the School's policies
 - 7.10.10 where allowing the pupil to remain in School would seriously harm the education or welfare of the pupil or others in the School.
 - 7.10.11 any decision to permanently exclude a student will not be taken lightly and before the Headmaster reaches this decision he will (where practical) always listen to the student involved.
- 7.11 The Headmaster and governing board will comply with statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice.
- 7.12 **Procedures**
- 7.12.1 Fixed term exclusion (up to 45 days per academic year)
 - 7.12.2 The Headmaster makes the decision.
 - 7.12.3 Boys are excluded by the Headmaster for serious breaches of the Code of Conduct.
 - 7.12.4 Telephone contact is made with the parents as soon as possible.
 - 7.12.5 A letter is sent to the parents (as well as a copy emailed to parents) with an explanation of their rights, including their right of appeal, with a copy to the Chairman of the Governing Body.

- 7.12.6 Work will be provided to the student/parent that can be undertaken during the period of exclusion.
- 7.12.7 The parents and their son must attend a formal re-integration meeting.
- 7.12.8 The School will follow at all times the guidance issued by the Secretary of State.
- 7.12.9 The local authority is informed from Day 6 of any exclusion.
- 7.12.10 Where students are excluded from The Fulham Boys School for 6 days or more an education provision will be provided for them through The Childerley Centre.
- 7.12.11 The parents / guardians/ carers will have ultimate recourse to an independent appeal panel hearing.
- 7.12.12 In cases where the School deem it appropriate to Permanently Exclude a student the Headmaster will ensure that he believes such a decision is lawful, rational, reasonable, fair and proportionate.

8. INVESTIGATING INCIDENTS

- 8.1 All reported incidents of misbehaviour will be investigated appropriately.
- 8.2 The Fulham Boys School ensures that all relevant staff receive adequate non-contact time for the conduct of investigations.
- 8.3 The Fulham Boys School will notify the police and other relevant bodies of incidents as and when appropriate.
- 8.4 The School aims to complete investigations within a reasonable timescale and not normally exceeding 5 working days.
- 8.5 The Fulham Boys School ensures that appropriate feedback from any investigation undertaken is provided to relevant persons, together with recommendations for action.
- 8.6 A copy of the results of all investigations undertaken will be held on record until such time as the student leaves the School. Where an investigation finds that there is no case to be heard, the report will be held by the School but will not be considered when any references (or similar) are requested from the School.
- 8.7 When necessary, external agencies are involved.

9. INTERVENTIONS/SUPPORT

- 9.1 As well as consequences for unacceptable behaviour, the School supports the boys and gives them help and strategies to improve their behaviour. These may include:
 - 9.1.1 Restorative Justice
 - 9.1.2 Anger management
 - 9.1.3 Behaviour management
 - 9.1.4 Mentoring
 - 9.1.5 Counselling Services
 - 9.1.6 Pastoral Support Plans

9.1.7 Art Therapy

9.1.8 The School chaplain will work with boys who need extra help and support

9.2 Where there are concerns about behaviour or risk of permanent exclusion of a student with additional needs or an EHCP or LAC, The Fulham Boys School will work in partnership with others to consider additional support or an alternative placement.

10. OUTSIDE AGENCIES

10.1 There is a comprehensive data base of the main points of referral outside the School (eg. Educational welfare officers, educational psychologists, health personnel, social services/child protection and police) and school will consider making referrals to such agencies where appropriate and if the school believes that such a referral will support the student in question.

10.2 Appropriate records on the use of referral forms are kept, and the School will ensure that the form tutor and subject teachers are informed in full of the outcome of any referral (if it is deemed appropriate to do so).

11. TRAINING AND DEVELOPMENT FOR ALL STAFF

11.1 The Fulham Boys School operates a comprehensive behaviour management training programme, reviewed to ensure that it is appropriate to the needs of staff and the circumstances and ethos of Boys a School built upon Christian principles. Induction for new staff, whole School INSET and specific planned training are used.

11.2 The School provides relevant information and training on behaviour management matters to all groups of staff including:

11.2.1 Caretakers

11.2.2 Learning Support Assistants

11.2.3 Admin team

11.2.4 Unqualified teachers

11.2.5 Newly Qualified teachers

11.2.6 Trainee teachers

11.2.7 Supply teachers

11.2.8 Class teachers

11.2.9 Leadership Team

11.2.10 Volunteers

11.3 Staff are guided and supported in:

11.3.1 Implementing the School's behaviour policy

11.3.2 Logging and recording incidents

11.3.3 Use of SLT Call Out

11.3.4 Lunch time supervision

11.3.5 Classroom management

- 11.3.6 Educational visits
- 11.3.7 Teaching that meets individual needs
- 11.3.8 Legislation affecting behaviour management such as detention, exclusion etc.
- 11.3.9 Pastoral support
- 11.3.10 Techniques for encouraging positive behaviour

12. COMMUNICATING THE BEHAVIOUR AND EXCLUSION POLICY

12.1 The School's behaviour and exclusion policy is communicated through:

- 12.1.1 The School's Policy Handbook
- 12.1.2 The Staff Handbook
- 12.1.3 The School rules displayed in classrooms
- 12.1.4 Assemblies
- 12.1.5 Form time
- 12.1.6 The Curriculum
- 12.1.7 The Website
- 12.1.8 Staff Behaviour Briefings

12.2 It is essential that all our staff communicate the standards of acceptable behaviour to students as appropriate, so that there is no ambiguity with regard to the exemplary conduct and relationships required.

12.3 Parents/guardians are notified about any reported serious incidents of misbehaviour in which their son has been involved in as soon as possible.

APPENDIX 1

REWARDS PROCEDURES

1. INTRODUCTION

1.1 The Fulham Boys School operates a House Points system to formally acknowledge the effort and achievement of all boys.

1.2 The system is based on encouraging positive behaviour and attitudes in School and raising aspirations.

1.3 Our Rewards policy is built upon **Christian** principles, geared towards **Boys** and nurtures **Enterprise**.

1.4 Boys will gain house points for:

1.4.1 Good Behaviour

1.4.2 Enterprise Skills

1.4.3 Demonstrating Christian Values

1.4.4 Organisation

1.4.5 'Ownwork'

1.4.6 Attendance and Punctuality

1.4.7 Achievement

1.4.8 Co-Curricular Activities

1.4.9 Social Enterprise

1.5 Boys will receive individual House points,

1.6 The attitudes, skills and conduct we are trying to reward and encourage will be displayed in classrooms and around the School.

1.7 One of the Deputy Head teachers will take overall responsibility for implementing the School's Rewards policy

2. AWARDING HOUSE POINTS

2.1 Teachers are expected to award house points each lesson. As a guideline at least one house point should be awarded each lesson.

2.2 It is important that all boys recognise why and when points are awarded and see that the system is fair. Each boy should be measured against his own previous best work / attitude / results. Only one house point should be awarded to a boy at one time.

2.3 Points should be earned and not given indiscriminately. There should be some progression in the awarding of second and subsequent point, eg. if the first one is awarded for one good piece of work the second should be awarded only for further improvement.

2.4 Subject Teachers will award points for:

- 2.4.1 Achievement
- 2.4.2 Consistent and exceptional effort
- 2.4.3 Good behaviour
- 2.4.4 Enterprise skills in lessons
- 2.4.5 Ownwork
- 2.4.6 Service to the department

2.5 Form Tutors will award points for:

- 2.5.1 Social Enterprise
- 2.5.2 Organisation
- 2.5.3 Good behaviour
- 2.5.4 Attendance and Punctuality (awarded weekly by Attendance Officer)
- 2.5.5 Enterprise Skills in Form/House

2.6 Co-curricular points will be awarded by staff running the clubs.

2.7 SLT will award points if they see boys displaying outstanding behaviour (see 3.1) or being enterprising (see 3.2).

3. GUIDELINES FOR AWARDING POINTS

3.1 Good Behaviour – By good behaviour we mean boys displaying the Christian characteristics FBS is built upon. These include:

- 3.1.1 Hard work
- 3.1.2 Politeness
- 3.1.3 Unselfishness
- 3.1.4 Fairness
- 3.1.5 Kindness
- 3.1.6 Self-control
- 3.1.7 Forgiveness
- 3.1.8 Patience
- 3.1.9 Standing up for justice (anti-bullying)
- 3.1.10 Helping others
- 3.1.11 Putting the needs of others before their own
- 3.1.12 Respectfulness

3.2 Enterprise Skills – The enterprise skills we want to nurture in our boys include:

- 3.2.1 Problem solving
- 3.2.2 Inquisitive
- 3.2.3 Adventurous
- 3.2.4 Team work

- 3.2.5 Boundary pushing
- 3.2.6 Game changing
- 3.2.7 'Have a go' attitude

3.3 Organisation – this means being ready to learn by having:

- 3.3.1 all the correct equipment
- 3.3.2 Conduct Card

3.4 'Ownwork' – this means meeting all deadlines and handing in assignments of a high standard

3.5 Attendance and Punctuality – boys will receive one house point each week for 100% attendance and punctuality

3.6 Achievement - Boys will receive points for:

- 3.6.1 class assessments being on or above target
- 3.6.2 achieving mentoring targets
- 3.6.3 marked improvement in termly progress level

3.7 Co-Curricular Activities - Boys will receive points for:

- 3.7.1 'giving their everything' in co-curricular clubs. These points will be awarded monthly
- 3.7.2 Business Enterprise
- 3.7.3 Representing their House in Sport, public speaking, music, drama etc
- 3.7.4 Representing the School

3.8 Social Enterprise – Boys will receive points for:

- 3.8.1 charity work
- 3.8.2 helping in the community
- 3.8.3 looking after the environment

4. RECORDING POINTS

4.1 Teachers will record points on the:

- 4.1.1 School MIS
- 4.1.2 Boys Conduct Card

5. CELEBRATING ACHIEVEMENT

5.1 Every week, tutors will set time to encourage boys and set targets for house points.

5.2 Display house points on form/house notice board.

5.3 Every half term there will be year group/whole School assemblies to recognise and celebrate individual and House achievements overall. House governors will be invited to attend.

5.4 There will be termly celebration assemblies, relatives and governors may be invited to attend.

5.5 We will also hold an annual Awards Evening to recognise the achievements of individual boys and School Houses. There will be a special guest speaker and other local sports personalities, business people, charities, clergy, local residents associations, councillors and MPs will be invited

5.6 There will be a:

5.6.1 Boy of the week for each house; this will be decided by form teachers and Heads of House weekly. These will be awarded in recognition of Boy, Faith or Enterprise.

5.6.2 Headmaster Commendation will be awarded and displayed on the Headmaster's door. This will be awarded in recognition of Boy, Faith or Enterprise.

5.6.3 Overall Boy of the form/House; this will be the boy who has achieved the most points in the form each term and year.

5.6.4 Overall House awards – half termly, termly and annually.